



EDMUND A BURNS ELEMENTARY

3750 Dorchester Rd.
North Charleston, SC

Grades	PK-5 Elementary School	
Enrollment	410 Students	
Principal	Deborah J. Smith	843-745-7113
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Chris Fraser	843-725-7200

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	At-Risk	At-Risk
2010	At-Risk	Below Average
2009	At-Risk	At-Risk
2008	At-Risk	At-Risk
2007	At-Risk	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

95%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	63	43	19

* Ratings are calculated with data available by 11/09/2011.

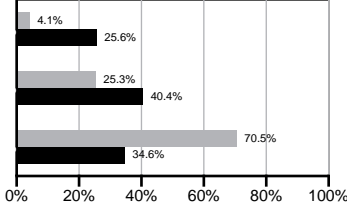
Palmetto Assessment of State Standards (PASS)

Exemplary

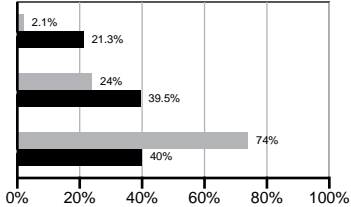
Met

Not Met

English/Language Arts



Mathematics

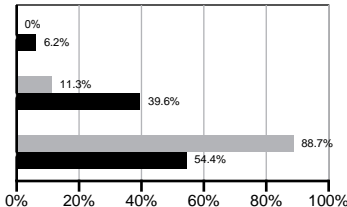


Exemplary

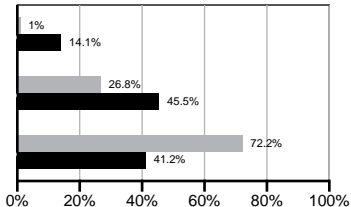
Met

Not Met

Science



Social Studies

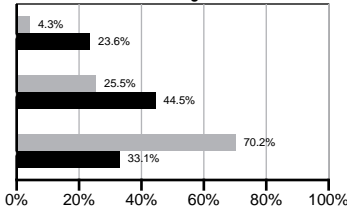


Exemplary

Met

Not Met

Writing



Our school



Elementary schools with Students Like Ours

* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=410)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.8%	Up from 0.5%	1.5%	1.1%
Attendance rate	95.6%	Down from 96.8%	96.0%	96.2%
Served by gifted and talented program	2.4%	Up from 1.7%	5.1%	13.4%
With disabilities other than speech	4.7%	Down from 8.5%	4.3%	4.1%
Older than usual for grade	0.5%	Down from 0.7%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.0%	Up from 0.9%	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	42.1%	Down from 42.9%	61.5%	62.5%
Continuing contract teachers	28.9%	Down from 65.7%	81.8%	88.2%
Teachers returning from previous year	64.4%	Down from 81.4%	84.5%	87.8%
Teacher attendance rate	97.6%	Down from 98.7%	95.2%	95.2%
Average teacher salary*	\$40,156	Down 9.7%	\$45,168	\$46,773
Professional development days/teacher	3.2 days	Down from 5.0 days	10.8 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	16.7 to 1	Down from 18.3 to 1	17.5 to 1	19.9 to 1
Prime instructional time	93.1%	Down from 95.3%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$8,313	Up 1.8%	\$8,611	\$7,447
Percent of expenditures for instruction**	69.4%	Down from 71.5%	67.6%	68.4%
Percent of expenditures for teacher salaries**	65.1%	Up from 64.7%	63.9%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Edmund A. Burns Elementary School is an urban elementary school serving 432 pre-kindergarten through fifth grade students. The percentage of students at poverty level is 98%. Parents and staff have analyzed a variety of school performance and test data to determine the most effective use of federal, state, and local resources. Data sources include teacher/student/parent surveys and PASS, AYP, Measures of Academic Progress (MAP) data.

The school made Adequate Yearly Progress last year. 2010 PASS scores in grades 3-5 indicate that 48.9% of students scored not met in ELA, 54.6% of students scored not met in Math, 78% of students scored not met in Science and 63.5% of students scored not met in Social Studies. There is a critical need for improvement in student achievement in all core subject areas. Based on this data, the school implemented initiatives this year using Thinking Maps and Reciprocal Reading. We believe these initiatives will help our students in all core areas.

Our primary focus is increasing student achievement and improving the rate of student attendance. To address the challenges of issues such as the high mobility of students and historically low scores on the PASS test and deliver high student achievement, we utilize federal and state money to reduce class sizes to address differentiation in instruction, provide technical assistance to teachers, offer Early Childhood programs to 4-year-olds, ensure struggling students receive remediation or extended time, and have on site community partners to provide assistance to students and their families.

Teacher/student/parent surveys were analyzed to reveal a need for continued implementation and support of Charleston County School Districts Coherent Curriculum, effective integration of content areas, increased integration of technology, parent and community collaboration, more effective and efficient classroom instruction and improved student daily attendance affected by truancy and suspension.

Together with the parents, community, teachers and staff, we believe we will turn Burns into a high performing school.

Deborah J. Smith, Principal
Clifford Fulmore, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	42	18
Percent satisfied with learning environment	82.6%	80.5%	56.3%
Percent satisfied with social and physical environment	82.6%	73.8%	72.2%
Percent satisfied with school-home relations	26.1%	73.8%	61.1%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 7 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	R
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.6%	0.0%	No
Student attendance rate	95.6%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	171	99.4	70.5	25.3	4.1	44.5	83.1	82.4	No	Yes
Gender										
Male	86	98.8	75.7	20	4.3	41.4	79.9	78.7	N/A	N/A
Female	85	100	65.8	30.3	3.9	47.4	86.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	4	I/S	I/S	I/S	I/S	I/S	94.8	88.9	I/S	I/S
African American	165	99.4	70.6	25.2	4.2	44.1	71.9	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	96.3	93	I/S	I/S
Hispanic	2	I/S	N/A	N/A	N/A	N/A	78	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	83	I/S	I/S
Disability Status										
Disabled	36	100	N/AV	N/AV	N/AV	15.2	42.6	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	163	100	70.2	25.5	4.3	44.7	72.9	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	171	100	74	24	2.1	37	82.8	81.9	No	Yes
Gender										
Male	86	100	74.3	22.9	2.9	31.4	81.1	79.9	N/A	N/A
Female	85	100	73.7	25	1.3	42.1	84.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	4	I/S	I/S	I/S	I/S	I/S	94.9	88.9	I/S	I/S
African American	165	100	74.1	23.8	2.1	36.4	70.9	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	97.4	94.6	I/S	I/S
Hispanic	2	I/S	N/A	N/A	N/A	N/A	79.2	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	93.8	84.4	I/S	I/S
Disability Status										
Disabled	36	100	N/AV	N/AV	N/AV	9.1	40.8	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	78.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	163	100	73.8	24.1	2.1	36.9	72.7	74.9	No	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	113	100	N/AV	N/AV	N/AV	11.3	69.2	68.6
Gender								
Male	57	100	N/AV	N/AV	N/AV	14.6	68.4	68.3
Female	56	100	N/AV	N/AV	N/AV	8.2	70	68.9
Racial/Ethnic Group								
White	4	I/S	I/S	I/S	I/S	I/S	90.4	80.7
African American	107	100	N/AV	N/AV	N/AV	10.6	48.4	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.2	85.3
Hispanic	2	I/S	N/A	N/A	N/A	N/A	63.3	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87	70.8
Disability Status								
Disabled	26	100	N/AV	N/AV	N/AV	8.3	30.6	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	60.4	60.7
Socio-Economic Status								
Subsidized meals	108	100	N/AV	N/AV	N/AV	11.8	51.8	57.3

Social Studies

All Students	117	100	72.2	26.8	1	27.8	75.5	72.5
Gender								
Male	60	100	76.6	21.3	2.1	23.4	74.4	72
Female	57	100	N/AV	N/AV	N/AV	32	76.6	73.1
Racial/Ethnic Group								
White	3	I/S	I/S	I/S	I/S	I/S	91	81
African American	113	100	72.6	26.3	1.1	27.4	60.4	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	89
Hispanic	1	I/S	N/A	N/A	N/A	N/A	69	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	73.5
Disability Status								
Disabled	24	100	N/AV	N/AV	N/AV	8.7	36.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	70.5	69.7
Socio-Economic Status								
Subsidized meals	112	100	71.3	27.7	1.1	28.7	61.8	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	52	100	70.2	25.5	4.3	29.8	75.8	73.2	95.6	96
Gender										
Male	27	100	78.3	17.4	4.3	21.7	70.7	67.2	95.5	95.9
Female	25	100	62.5	33.3	4.2	37.5	81.1	79.4	95.6	96.1
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	90.8	81.5	88.2	96.1
African American	52	100	70.2	25.5	4.3	29.8	61.3	61.3	95.7	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.4	87	N/A	96.9
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	69.4	66.7	94.5	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	95.9
Disability Status										
Disabled	11	100	I/S	I/S	I/S	I/S	23.9	26	95.5	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	98
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	67.9	65.7	95.1	96.3
Socio-Economic Status										
Subsidized meals	50	100	70.2	25.5	4.3	29.8	62.2	63.2	95.6	95.5

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	49	98	46.2	35.9	17.9	53.8
	4	54	100	56.5	34.8	8.7	43.5
	5	62	100	44.6	39.3	16.1	55.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	60	98.3	76.9	15.4	7.7	23.1
	4	59	100	60.4	37.5	2.1	39.6
	5	52	100	73.9	23.9	2.2	26.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	49	100	56.4	38.5	5.1	43.6
	4	54	100	54.3	43.5	2.2	45.7
	5	62	100	53.6	35.7	10.7	46.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	60	100	N/AV	N/AV	N/AV	15.4
	4	59	100	66.7	31.3	2.1	33.3
	5	52	100	69.6	26.1	4.3	30.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	25	100	N/A	N/A	N/A	11.1
	4	54	100	N/A	N/A	N/A	10.9
	5	30	100	51.9	44.4	3.7	48.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	30	100	N/AV	N/AV	N/AV	N/AV
	4	59	100	N/AV	N/AV	N/AV	20.8
	5	24	100	N/AV	N/AV	N/AV	4.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	24	100	N/A	N/A	N/A	42.9
	4	54	100	71.7	26.1	2.2	28.3
	5	32	100	55.2	37.9	6.9	44.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	30	100	N/AV	N/AV	N/AV	12
	4	59	100	60.4	37.5	2.1	39.6
	5	28	100	N/AV	N/AV	N/AV	20.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	45	100	N/AV	N/AV	N/AV	48.7
	4	54	98.2	58.7	30.4	10.9	41.3
	5	61	100	54.4	28.1	17.5	45.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	52	100	70.2	25.5	4.3	29.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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